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SIR GEORGE WILLIAMS COLLEGE

Session 1931-1932

REPORT OF THE PRINCIPAL

1. STATISTICAL INFORMATION

During the session 1136 individual students have been in attendance in the various schools and divisions of the College:

Evening College of Arts, Science and Commerce	166
Evening High School	388
Evening Institute of Business and Technology	284
Evening Grammar School	81
Day Business School	79
School of Fine and Applied Art (Day and Evening) ...	82
Total	1136

Tuition fees paid by the students during the session amounted to $46,483.

The comparison with the previous session is as follows:

	No. Students	Tuition Fees
1931- 1932	1136	$ 47,629.
1930- 1931	1233	$ 46,483.

Thus it will be seen that the College suffered a decrease during the past session of 97 students and an amount of $1146 in tuition income. This amounts to a decrease of 8% in enrolments, but only 2% in tuition income.

It should be pointed out, however, that the much enlarged plant and equipment which was provided for the College somewhat over a year ago, carried with it greatly increased operating charges. As a result the financial position of the College at the end of the past fiscal year was more unfavourable than that of a year ago. Furthermore the College has had the burden of providing for more than two hundred students who were unable to pay all, or even a part, of their tuition fees. More will be said of this in a later section of this report.

A School for All Ages

The youngest student in the College during the past year was eight years of age. The oldest was fifty years. Between these extremes one-quarter of the students were over 25 years, one-quarter were under 17 years. The median age was 19.37 years.

Cosmopolitan in character

The Montreal Y.M.C.A. is proud of the fact that its International Branch is rendering great service to men and boys who come to Canada from foreign lands. This report will show that the Association has in fact TWO 'International' branches.

The countries of birth of the students represents thirty seven countries. While it is true that the majority of the students were born in Canada, nevertheless a quarter of the whole student body was born in other lands. Added to this is the fact, however, that of the PARENTS of these 1136 students, only thirty per cent were born in Canada.

Country of birth of students: (summary)

Born in Canada	75.6%
Born in British Empire	90.5%
Born in United States	2.8%
Born in other Countries	7.7%
No. of Countries represented	37

Country of birth of parents: (summary)

Born in Canada	30.21%
Born in British Isles	44.00%
Born in British Empire	76.94%
Born in Russia	6.31%
Born in other countries	16.75%
Total countries represented	41

Thus it will be seen that the College is playing no small part in assisting many young people whose family backgrounds are those of other lands, to develop an appreciation for Canadian ideals and culture and to grow in those directions which will make them intelligent and useful members of Canadian society.

Tolerant in Religion

While eighty-seven per cent of the students profess the Christian faith, over twenty-three different faiths or denominations are represented amongst the student-body.

Religions: (summary)

Protestant	71.42%
Roman Catholic	15.75%
Hebrew	11.77%
Others	1.06%

During the past term the Principal had the interesting experience of teaching a class of freshmen in the College of Arts, Science and Commerce, in which Protestant, Catholic and Jew discussed, with apparent harmony, the fundamental purposes and ideals upon which the present structure of the Young Men's Christian Association has been erected.

2. FACILITIES PROVIDED FOR UNEMPLOYED

It is with great satisfaction that it can be reported that the College has been able to make its contribution to the alleviation of some of the conditions resulting from the wide-spread unemployment of the past year.

Bursaries

At the opening of the Fall Term, the Registrar communicated by letter with students of the previous year who had not re-enrolled and suggested that if the reason for their absence was a financial one the officers of the College would like to talk the matter over with them and their parents.

As a result of this action scores of interviews were held by the executive staff, following which some one hundred and thirty former students were re-enrolled without payment of fees, or upon the payment of greatly reduced fees. During the session a number of other students were enrolled upon the same basis, bringing the total of such cases to well over two hundred.

The total value of free tuition provided upon this basis has amounted to about $5500. It is with regret that it must be reported that funds to cover this amount have not been raised as yet, and that the College, for the first time in nine years, has had to close its year with a deficit in excess of that allowed for in the budget. This excess deficit is entirely accounted for by the services which have been rendered to those whose homes have been greatly affected by the unemployment situation.

A few illustrations will show the types of situation which were met time and time again:

1. Boy, age 16: Graduated from Evening Grammar School of the College. Father laid off. Older sister unemployed for previous three months. This boy only wage earner in family, earning $38.00 per month. Was enrolled in first year of Evening High School.

2. Boy, age 18: Past session was boy's fourth year of attendance, having completed grades of six and seven in the Evening Grammar School and first year of High School. Out of employment. Father laid off from Angus Shops. Younger brother attending day school. Was enrolled in second year of Evening High School.

3. Man, age 26: Had been employed as machinist for number of years. Laid off. Left school when he was ten years old and had no further training. In a little over a year, under the supervision of the College, this young man prepared for matriculation. Sister laid off from Greenshields and Company. Family had no income whatsoever. Was enrolled in first year of the Evening College of Arts, Science and Commerce.

4. Boy, age 15: Completed first year of Evening High School previous year. Employed in "button-hole" factory, earning $4.00 to $5.00 per week. Father laid off from Angus Shops. One younger sister in day school. Three older brothers of whom two were unemployed and one on short time. Was enrolled in the second year of the Evening High School.

5. Boy, age 17: Graduated from Evening Grammar School previous year. Father killed overseas; Mother living with relatives in England. Boy lives with aged grandparents. Grandfather's income limited annually to four month's work each summer. During past summer had been on short time. Boy had been laid off since previous March. Enrolled in Evening High School.

6. Boy, age 18: Completed first year of Evening High School previous year. Mother a widow, earning $80 per month. Two younger children in school. The following letter was received from the mother: "Kindly convey to the executives of the College my very deep appreciation of their kindness, which will enable ..... to pursue his studies. With the present outlook, it will be a desperate struggle, but so far, with God's help, I have managed, and I know He will keep on giving me the courage, to give to my children, the means with which life's battles can be fought. With my renewed thanks for your consideration, and I trust that ..... , by his application to his studies, will prove his own, I remain .."

Special Classes for Unemployed Boys

The College is conducting two classes, both of which meet three evenings each week, for 50 unemployed boys between the ages of 15 and 18. These boys are being given intensive work in Business Arithmetic, English, Typewriting and Bookkeeping. The classes were formed at the request of the Boys' Work Council. Lord Atholstan, through the Atholstan Educational Fund, is providing the money to pay the instructor and the cost of the books. The College is providing classroom accommodation, administration and overhead, and specialized counselling services.

Undergraduate Committee on Unemployment

The College provided a classroom five times per week for a special class in high school subjects, organized by the Undergraduate Committee on Unemployment (McGill). In addition to the classroom accommodation the College provided Typewriter equipment.

Engineers and Draughtsmen

A group of Engineers and Draughtsmen, organized by the Registration Bureau for Office Workers was provided with a classroom and drawing boards. This group met daily to carry on a programme of work on Technical problems.

5. THE COLLEGE STAFF:

The staff of the College, during the past session, has consisted of fifty three persons, of whom fifty comprise the administrative and teaching staff, and three the office staff.

The whole-hearted cooperation of the entire staff has made possible the effective continuance of the College programme during an exceptionally difficult period.

Retirement of Mr. A.W. Young

Special mention should be made of the retirement, on May 1st., 1932, of Mr. A.W. Young, Principal Emeritus and Director of Commercial Education.

For thirty-two years Mr. Young has served the Montreal Association through its educational work. First as a teacher in the Point St. Charles Branch, when Mr. McAllister - now of the National Council - was executive secretary; later as a teacher and director of the Business College in the old Dominion Square Building; since the opening of the Drummond Street Building, Director of the Business College and latterly Director of the Schools. Since 1927 Mr. Young has been Director of Commercial Education in the College, and Principal Emeritus.

The effectiveness of Mr. Young's contacts with young men has been testified to again and again. In every session of the school there are enrolled the sons and daughters of men and women who remind us that twenty, twenty-five or thirty years ago "they were pupils of Mr. Young's".

It is with great pleasure that it can be stated that Mr. Young is retaining his office in the College and that his daily direction of the Mount Royal Business College will keep him still closely associated with the work in which he has so long been interested.

Community Contributions of the Executive Staff

The present administrative staff of the College consists of three persons. The operation of both day and evening schools makes heavy demands upon the time and energy of these men. When it is realized that following the full day's operation of the school plant, the evening division starts its programme at six o'clock in the evening, five days each week, and that the one executive staff of three persons carries the responsibility for the programmes and actual administration of both day and evening divisions, it is not difficult to conclude that the leisure time of these staff members is rigidly restricted.

In view of this, it is gratifying to report that all three members of the administrative staff have been able to make some contribution to educational affairs outside of their required duties. While many specific requests have been met during the past year, the following may be listed as rather more than casual contributions to the furtherance of education in the community at large:

The Principal and Dean (Dr. Owen Stredder)

a. The New Education Fellowship: The Principal has served as a member of the executive committee of the Montreal Group of the New Education Fellowship. This group consists of somewhat over a hundred members and has as its object the stimulation of study and critical thinking about methods and points of view in education in relation to both private and public schools. The fellowship has carried on a series of public meetings, monthly, and has been responsible for bringing to Montreal a number of prominent educationists and arranging for their appearance before interested groups. The membership of the fellowship is drawn from public and private school teachers, university professors, parents, and other interested people.

b. The Montreal Boys' Association: As a member of the Board of Directors for the past eight years, and a member of the Case Work Committee, the Principal has been closely associated with an agency which carries on an extensive programme for delinquent and pre-delinquent underprivileged boys.

c. The St. George's School: For the past four years, the Principal has been very closely associated with a very interesting group of parents who are working out, cooperatively, a unique educational project for children from four years of age and up. As a member of the Board of Directors, and Chairman of the Educational and Personnel Committees, a great deal of time has been given to the work of this school.

d. The Educational Council of the Y.M.C.A.: As a member of the Commission on Research and Programme Building, and the Commission on Personnel and Counselling of the Educational Council of the United States National Council, the Principal has been called upon to render various services, including the following:

The writing of a critical article for the Educational Council Bulletin on the "Sensitization and Training of Faculty Members, in Y.M.C.A. Schools, to Personnel Techniques and Values".

The presentation of the above topic at the 1931 meeting of the Educational Council.

The carrying on of a survey into "Practices in the Supervision of Faculty Members" in the Y.M.C.A. Schools of the North American Continent. The preparation of a critical article on this topic for the Educational Council Bulletin.

The assumption of the chairmanship of the "guiding" committee of the 1932 meeting of the Educational Council.

The Student Counsellor (Mr. Henry F. Hall, L.R.E.)

a. Committee on Vocational Guidance: Mr. Hall is the Chairman of the Sub-committee on Vocational Guidance of the Educational and Recreation Division of the Montreal Council of Social Agencies. This committee is making a study of vocational guidance and its possible contribution to education as a part of the public school system.

b. School Leaving Committee: As Secretary of the School Leaving Committee of the Montreal Council of Social Agencies, Mr. Hall has been actively associated with a study of school leaving and absenteeism in the Protestant Schools of Montreal. The purpose of the committee is that of studying the situation and attempting to discover underlying causes and possible remedies.

c. Examiner in English: Mr. Hall has accepted an invitation from the Provincial Department of Education to become an Examiner in English, in connection with the public school examinations set by the Department in June, 1932.

The Registrar and Bursar (Mr. K.M.Morris, M.A.)

a. Department of Education, McGill University: As Research Assistant, in the Department of Education at McGill University, Mr. Morris has been closely associated with a phase of the McGill Social Research Council's study of unemployment.

b. Study of Evening School Students: Mr. Morris has conducted a very careful study of the "Characteristics of Evening School Students". By giving many tests and making numerous comparisons between the students of the evening High School of the Sir George Williams College, and the students in a group of day high schools, the study indicated that evening high school students, grade for grade with the day high school students, were in no way less capable.

c. Counselling of unemployed men: During the year Mr. Morris has interviewed some two hundred unemployed men, who were selected from the registrants at the Registration Bureau for Unemployed Office Workers, with regard to their problems in relation to their future. The morale of many of these men has been sustained as a result of this counselling work and in numerous instances help has been given in planning out a constructive programme to the end of better preparation for vocational life.

It should be mentioned that all three members of the executive staff participate in the actual instruction in the College. This is done as a matter of principle, as it is felt that actual classroom contacts with the students greatly enhances the relationship between the students and the members of the executive staff. The Principal instructs in Education in the College of Arts, Science and Commerce. Mr. Hall teaches Science in the same Division and also has a class with all first-year students in the High School. Mr. Morris is the instructor in Psychology in the College Division, and conducts a class in the final year of the High School.

4. THE PROGRAMME OF THE COLLEGE:

The Sir George Williams College is comprised of a group of six distinct schools, each offering a well-defined programme in its special field.

The College of Arts, Science and Commerce

This unit was established three years ago and has fully justified its creation. It is a college for high school graduates who wish to pursue college or university grade studies during the evening hours. Rigid entrance standards are maintained and a high quality of classroom work is required of all students.

At the outset this college unit provided only a two-year evening course which covered the work of the first year of day university work in Arts, Science, Commerce and Engineering. Students were prepared for the senior matriculation examination of McGill University and were thereby enabled to enter the second year of the day university course before giving up their positions in business or industry.

A year ago, however, an additional programme, requiring three years of study, was set up - primarily for those men and women who do not intend to enter the day university, but do wish to continue their education at the college level. This programme of study leads to the Sir George Williams College Diploma of "Associate" in Arts, Science, or Commerce.

Courses of study offered in the "College" unit include; Principles of Accountancy, cost accounting, general biology, animal biology, genetics and evolution, vertebrate zoology, plant biology, general chemistry, qualitative and quantitative analysis, organic chemistry, industrial chemistry, principles of business, financial organization, credits and collections, advertising, commercial law, principles of economics, contemporary economic problems, economic history, economic geography, introduction to education, principles of religious education, curriculum and practice in religious education, English literature and composition, business English and reports, public speaking, French composition and literature, German language and literature, Latin, mathematics, introduction to statistics, mechanics - electricity and magnetism, sound-heat and light, philosophy, general psychology, social psychology, applied psychology, the nature of the world, the nature of man, and general sociology.

Two interesting illustrations may be given regarding the needs which this college-grade programme is meeting, and the interest which is exhibited by the students: (1) Among the students are included a graduate of McGill University and a Master of Arts of Columbia University who finds an interest in the biology course; a Bachelor of Arts of the University of Montreal who is following a chemistry course; and a high school teacher who is also enrolled in the chemistry department. In all these cases the students are obtaining college education which they cannot obtain elsewhere in Montreal during the evening hours. (2) A class which completed the term's work a week ago insisted that they be permitted to return for another evening in order that they might "continue their discussion upon a topic in which they were interested". This same class, a week or two previously, after having completed a four hour period of class work (6 p.m. to 10 p.m.) were discovered at 11.30 p.m. still hard at work in the laboratories investigating and discussing problems which were not a required part of their course but in which they

The High School

The evening High School has been rapidly developing during the past few years. It provides the only opportunity in Montreal for those who wish to complete their high school education in the evenings. Among its students are many young men and women over twenty years of age, including not a few married men and women. An interesting incident just a few weeks ago was that of one of the high school students consulting the Principal as to the proper type of reading for his five-year-old child. This young man said that his wife and himself had thought a good deal about the problem and had decided to discuss the matter at the school.

Many of the students are concerned primarily with securing further education in order to enrich their living. Others have university entrance as their objective. Still others are looking forward to some type of vocational training which requires a high school education as a background, such as accountancy or nursing. It might be mentioned that quite a sizable group of the evening high school graduates are now in training in the various hospital schools of nursing, both in Montreal and other centers. Without the facilities of the evening high school this profession would have been closed to these young women. One of our evening high school graduates of fours years ago, who has been mentioned in a previous report, called upon the Principal last Fall. Upon completion of his course he wished to continue and take a university course in Commerce. As he was married and had to earn his living, a day course was out of the question. He therefore decided to go to Boston and enter the evening College of Commerce and Finance of Northeastern University of the Boston Y.M.C.A. He has made a splendid record. He is a member of the Honor Society, the Dean's Council, a leader in his community church - in which he found many Canadians. He will receive his degree in Commerce next year.

The programme of the evening High School consists of four years of study. There are two main courses - one leading to the matriculation examination of McGill University, and the other leading to the high school graduation diploma. The choice of subjects varies somewhat in these two courses, but the educational standards are the same in each. Among the subjects offered in the school are: English, French, Latin, history, mathematics, biology, chemistry, physics, general science, bookkeeping and accounting, mechanical drawing, stenography, social and economic problems.

The Grammar School

The lack of a compulsory school attendance law in the Province of Quebec makes necessary the provision of facilities for those who leave school at a very early age, before completing the elementary school. The Evening Grammar School meets this need. In this school are offered carefully graded courses, beginning at Grade V and leading to high school entrance. An interesting feature of the school is the special work for adults - some of whom cannot either read or write when they commence their courses.

The Institute of Business and Technology

This evening school, as the name implies, offers business and technical training for those whose general education permits them to follow such courses with profit. Students take one or more courses and certificates are provided for those who are willing to complete a well-rounded programme of training in either of the main fields. The courses offered include: Bookkeeping and accounting, business arithmetic, business English, business correspondence, business science, chemistry, electricity, English conversation for French-speaking people, French conversation, mechanical drawing, practical mathematics, shorthand and typewriting.

The Day Business School

This is a day commercial school offering thorough training programmes for those who wish to enter business as bookkeepers, stenographers or secretaries.

The School of Art

This school, operating both in the day and the evening, for twelve months each year, was established a little over a year ago. The results have been beyond what could have been expected. The enrolment during this first year has almost reached that of the Day Business School which has been established for many years. Courses are offered in practically every branch of fine and applied art including: drawing, painting in water-colour, tempera and oils, life portraiture, outdoor sketching, landscape painting, etching, clay-modelling and sculpture, fashion designing, lettering, poster design, and advertising art. It is interesting to note that the enrolment is about equally divided between boys and girls.

5. EDUCATION AS CHARACTER FORMATION:

While the general values of education are recognized and appreciated by most people, one function of a report such as this should be that of emphasizing the tremendous contribution which any well-conducted and properly motivated programme of education may make to the development of those qualities in the individual which assure personal happiness and contribution to the social good.

In the school situation good character education takes place chiefly around the situations which arise between teacher and student. It is therefore of primary importance that administrators, supervisors and instructors be forever conscious of the opportunities which are theirs to an extent which is true of few other groups. The general objective in this regard is the discovery or creation of a way of living which conserves and produces as many values as possible, for as many persons as possible, over as long a time as possible. Character education is the facilitation of this way of live.

Character education built upon the integration of values in the day-by-day choices of the students as they meet actual life situations will, of course, permeate the whole curriculum. Economic problems must be solved. Friendships must be made and preserved. Health must be maintained. Home life must be enriched. Recreational opportunities call for discrimination. Situations arise in connection with the use of money, the exploration of the universe, the contribution of the

individual to government, all of which are part of the curriculum which the individual must master, in school or out, and which are enormously significant for the happiness of the individual and of others. Since the objective of character education is the creation in each situation of the best solution, the curriculum must be not only vital but active. Solutions are not created by theory alone. They must be worked into the design of the life processes.

Many tools may be developed to assist in the process. For example, supposing that in vital situations calling for discrimination the following criteria were applied:

1. What would people, generally, approve?
2. What do my deepest convictions and loyalties demand?
3. Has this sort of conduct been found useful?
4. Is it based upon the highest motives?
5. Does it conduce to harmonious adjustment in myself?
6. How far is each of the commonly accepted traits, virtues, and ideals in accord with the action?
7. Does it represent action in accord with principles which would be accepted by disinterested persons as rational?
8. Is it whole-hearted; concerned about the fullest life not only for myself but for others?
9. Does it represent a wise thing to do, a mature, intelligent, objective, fair decision in the light of accurate discrimination of consequences?
10. Is it a beautiful way to life?
11. Is there sincere accord between inner purposes and the outward expression?
12. Does it meet the fullest demands of the situation?
13. Does it lead out into creative and enlarging experience for all concerned?

To some, these things represent the "plus" part of education. Others have not got so far in their thinking as to include them as part of "education" at all. The present contention is that the point of which the above criteria represent is the fundamental point of view of the function of education. They are the things which make education worthwhile.

Respectfully submitted

F.O. Stredder

PRINCIPAL.

May 10, 1932.